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Action

Educator Preparation Committee

Initial Institutional Approval – Stage II: Eligibility Requirements for Santa Barbara Unified School District

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Santa Barbara Unified School District's responses to the Eligibility Requirements for consideration and possible approval by the Commission.

Recommended Action: That the Commission review the responses to the Eligibility Requirements and determine if the institution may move forward in the Initial Institutional Approval process.

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Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Initial Institutional Approval – Stage II: Eligibility Requirements for Santa Barbara Unified School District

Introduction

As part of the Initial Institutional Approval process, a prospective program sponsor, Santa Barbara Unified School District, has submitted responses to the Eligibility Requirements for consideration and possible approval by the Commission on Teacher Credentialing (Commission). Approval of Stage II allows an institution to move forward to Stage III which is to submit Common Standards and preconditions for review. Approval of Stage II does not authorize the institution to offer an educator preparation program that leads to a credential or license.

Background

California law provides the Commission with the authority to accredit institutions to offer program that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's Initial Institution Approval (IIA) process. At the [December 2015 Commission meeting](#), the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the [February 2016 meeting](#). A graphic detailing the five stages of the IIA process is provided on the following page.

This agenda item presents for consideration one school district seeking to become a program sponsor.

Santa Barbara Unified School District

Santa Barbara Unified School District (SBUSD) seeks initial institutional approval in order to offer a teacher induction program. A summary of Santa Barbara Unified School District's responses to the twelve [Eligibility Requirement Criteria](#) are provided in the table below. (The full response from SBUSD can be found in this [Attachment](#).) Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided. Criteria 10, 11 and 12 have been summarized for the Commission's review and consideration. Appendix A includes the eligibility requirement criteria, required information for each of the criteria and factors to consider for Criteria 10 through 12 as an institution prepares its response.

Initial Institutional Approval

I	II	III	IV	V
Prerequisites	Eligibility Criteria	Address Standards & Preconditions a) Common b) Program	Provisional Approval	Full Approval
<p>To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.</p> <p>To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.</p> <p>Staff Determination If the institution is a legal entity and the team attends Accreditation 101, the institution may move to Stage II</p>	<p>To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Eligibility 2) Grant Eligibility with specific topics to be addressed in Stage III 3) Require resubmission with additional information 4) Deny Eligibility 	<p>a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to the Commission.</p> <p>b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.</p> <p>a) Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Provisional Approval 2) Deny Provisional Approval <p>b) Committee on Accreditation Decision</p> <ol style="list-style-type: none"> 1) Approve Program(s) 2) Deny Approval 	<p>After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Full Approval 2) Retain Provisional Approval with additional requirements 3) Deny Approval 	<p>Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.</p> <p>Committee on Accreditation Decision Monitors through the accreditation system</p>

Santa Barbara Unified School District
Criterion 1 through 9

In accordance with the Commission adopted process determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9 as follows includes a staff review and recommendation.

Criterion	Staff Recommendation	SBUSD Response
Criterion 1: Responsibility and Authority	Aligned	<ul style="list-style-type: none"> • The Assistant Superintendent of Human Resources will have ongoing oversight of all educator preparation programs. • The Teacher Induction Program Coordinator will coordinate the educator preparation program and will report directly to the Assistant Superintendent of Human Resources. • SBUSD has submitted a complete organizational chart that indicates the teacher induction program will be housed under Human Resources and will report to the Assistant Superintendent of Human Resources. Institutional and program organization charts were submitted. • SBUSD assures that credential recommendations will be performed only by employees of the SBUSD in the Office of Human Resources and that these individuals will take part in the Commission training related to the recommendation process.
Criterion 2: Lawful Practices	Aligned	<ul style="list-style-type: none"> • A non-discrimination policy is provided for SBUSD's employees and for candidates. The policy is provided in the handbook, program brochure, and Teacher Induction Program website.
Criterion 3: Commission Assurances and Compliance	Aligned	<ul style="list-style-type: none"> • SBUSD provided assurances for each of the following: <ol style="list-style-type: none"> a) Will comply with all preconditions b) Will submit all data reports and accreditation documents c) Will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff d) Will participate fully in the Commission's accreditation system and submission timelines e) In the event the program closes, will offer the program and meet all adopted standards until the

Criterion	Staff Recommendation	SBUSD Response
		candidate completes, withdraws, is dropped, or is admitted to another program
Criterion 4: Requests for Data	Aligned	<ul style="list-style-type: none"> • The Teacher Induction Program Coordinator in the Human Resources Department is identified as the qualified officer responsible for reporting and responding to all requests for data within timeframes specified by the Commission.
Criterion 5: Grievance Process	Aligned	<ul style="list-style-type: none"> • SBUSD has provided a three step grievance process as well as a corresponding flowchart mapping out the grievance process. • The grievance process and the flowchart are being provided in the candidate handbook and on the Teacher Induction Program website which is under construction. • Upon receipt of this information, candidates will be asked to sign a statement that he/she has received a copy of the handbook.
Criterion 6: Communication and Information	Aligned	<ul style="list-style-type: none"> • SBUSD's teacher induction webpage will be accessible to the public. A draft of the website has been provided and reviewed by Commission staff and includes basic information about the institution's program and requirements. • Information will be made available through the Teacher Induction brochure, Human Resources website, and the program website and will be shared at various venues, including new teacher orientation, principal meetings, district weekly memos, district eNews, professional learning events, and teacher recruiting events.
Criterion 7: Student Records Management, Access and Security	Aligned	<ul style="list-style-type: none"> • Candidates will be able to access unofficial copies of records via password protected access and will be able to request office transcripts in writing. • SBUSD will maintain paper copies of records in the Human Resources department and e-records on a secure server located in the district office basement, none of which is accessible to the public.

Criterion	Staff Recommendation	SBUSD Response
Criterion 8: Disclosure	Aligned	<ul style="list-style-type: none"> • SBUSD plans to use a hybrid model consisting of direct instruction via seminars and workshops held at the district office and schools within the district. Digital learning platforms will be created for online instruction. • The teacher induction program is currently housed at the satellite district office at 201 S. Milpas Street, Santa Barbara. Direct instruction will occur at the main district office at 720 Santa Barbara St., Santa Barbara and various school sites in the district. • Most services will be provided by SBUSD administrators, Teachers on Special Assignment, and staff. • Candidates may register to purchase post-graduate continuing education units via a partnership with UC Santa Barbara Extension.
Criterion 9: Veracity in all Claims and Documentation Submitted	Aligned	<ul style="list-style-type: none"> • A letter signed by SBUSD Superintendent has been submitted attesting to the veracity of all statements and documentation submitted to the Commission; the letter also attests to an understanding that a lack of veracity is a cause for denial of initial institutional accreditation.

Criterion 10, 11 and 12

In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 10-12 include a staff summary of the institution's submission, but do not include a staff recommendation.

Criterion	Summary of SBUSD Responses
Criterion 10: Mission and Vision	SBUSD has submitted a Mission and Vision statement for new educators and confirms that these will be published in the brochure and on the SBUSD Teacher Induction Program website. SBUSD attests to the fact that the mission and vision reflect its commitment to California's adopted state standards and frameworks and cites Board Policy 6011 as evidence. SBUSD affirms that the Teacher Induction Program mission and vision are aligned with the philosophy of the district. SBUSD wishes to offer an induction program and plans to operate only in California. (http://www.ctc.ca.gov/commission/agendas/2017-04/2017-04-4D-attachment.pdf , page 12-13)
Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation	<p>Currently SBUSD supports its teachers to participate in Santa Barbara County Education Office's teacher induction program. SBUSD has partnered with local and regional institutions of higher education in preparing, training, and supporting educators. In the past, participants in programs offered at local institutions of higher education have completed fieldwork in Santa Barbara Unified School District.</p> <p>SBUSD operates in California and is seeking initial institutional approval for the first time. The Third Party Notification inviting comments was emailed to nearby entities on 10/14/16 and was posted in the SBUSD district office and on the SBUSD website as of 10/25/2016.</p> <p>As required by this criterion, staff researched the possibility of any additional available information relevant to SBUSD's application for initial institutional and found none. (http://www.ctc.ca.gov/commission/agendas/2017-04/2017-04-4D-attachment.pdf, pages 14-15)</p>
Criterion 12: Capacity and Resources	<p>SBUSD has supplied an audited budget from 2015-16 and a proposed operational budget for the teacher induction program they wish to offer. Staff became aware of a 2017-18 budget deficit at SBUSD and requested additional information on this topic and its impact on the proposed program. The district responded that reductions will not affect the teacher induction program funding.</p> <p>Instructional personnel are full time employees of SBUSD and all hold clear teaching credentials or clear administrative services credentials. Instructional personnel include a teacher induction program coordinator, educational services staff, special education staff, ETS (technology coaches) staff, an English</p>

Criterion	Summary of SBUSD Responses
	<p>learner program director, and a parent engagement program director. Support personnel include a credential analyst and human resources staff.</p> <p>Candidates will be employed in Pre-K-12 schools within SBUSD. These schools will serve as the settings for required fieldwork. The SBUSD induction program will be provided online and in-person. For the in-person portion of the program, SBUSD will use various rooms and computer labs at the district office and schools within the district. Online content will be delivered via NEO online classroom, which is already being used by the SBUSD TK-12 teachers for their students.</p> <p>In the event that the program were to close, the district will continue to provide all resources necessary for currently enrolled Year 2 candidates until completion of the program. Year 1 candidates would be transitioned to Santa Barbara County Education Office's (SBCEO) teacher induction program for completion of the credential program. In the event that SBCEO were unable to accommodate SBUSD's Year 1 Candidates, SBUSD would continue to provide all resources necessary for currently enrolled Year 1 candidates to be able to complete the program as well.</p> <p>(http://www.ctc.ca.gov/commission/agendas/2017-04/2017-04-4D-attachment.pdf, pages 16-17)</p>

Staff Recommendation

Staff recommends that the Commission consider the response to Eligibility Requirements submitted by Santa Barbara Unified School District and take one of the following possible actions for the institution:

- 1) Grant Eligibility;
- 2) Grant Eligibility with specific topics to be addressed in Stage III;
- 3) Require Resubmission with additional information; or
- 4) Deny Eligibility.

If approved by the Commission, SBUSD will be allowed to move forward to Stage III, submission of Common Standards and Preconditions for review. Approval of Stage II will not authorize SBUSD to offer an educator preparation program that leads to a credential.

Next Steps

Based on the Commission's action, staff will take appropriate next steps related to the option chosen.

Appendix A
Criterion 10, 11 and 12
Eligibility Requirement, Required Information, and Factors to Consider

Eligibility Requirement	Required Information	Factors to Consider
Criterion 10: Mission and Vision		
<p>An institution's mission and vision for educator preparation is consistent with California's approach to educator preparation.</p> <p>* A complete program design with significant detail included is not what is intended here as that will be submitted to ensure alignment with the Commission's adopted program standards in Stage III. Rather, the intent is to provide the Commission with sufficient information to ensure that the institution's philosophy and approach about educator preparation is consistent with California's.</p>	<p>a) Statement of the institution's mission and vision for Educator Preparation.</p> <p>b) A statement confirming that the mission and vision will be published on the website and in institutional documents provided to candidates.</p> <p>c) Information about how the mission and vision for educator preparation reflects the institution's commitment to California's adopted state standards and frameworks for TK-12 students.</p> <p>d) Information that demonstrates the institution's commitment to preparing candidates to work effectively with the full range of California TK-12 students.</p> <p>e) Statement that includes which educator preparation program(s) the institution will seek to offer.</p> <p>f) Information about the institution's philosophical and/or theoretical framework or approach underlying the design of educator preparation.*</p> <p>g) If applicable, provide a description of the ways in which the proposed program for California would be similar or different from programs operated in another state.</p>	<p>a) To what extent did the institution provide a clear mission and vision for educator preparation programs that the institution seeks to offer to prospective California candidates?</p> <p>b) To what extent did the institution confirm that the mission and vision will be published on the website and in institutional documents provided to candidates?</p> <p>c) To what extent does the information about the institution's mission and vision demonstrate the institution's commitment to California's adopted state standards and frameworks for TK-12 students?</p> <p>d) To what extent does the information about the institution's mission and vision demonstrate the institution's commitment to the health and success of all students?</p> <p>f) To what extent does the information provided about the proposed program design indicate that sufficient attention will be paid to both the theoretical foundations of teaching and learning and effective professional practice?</p>

Appendix A

Eligibility Requirement	Required Information	Factors to Consider
	h) Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.	
Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation		
<p>Institutions seeking IIA must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs and/or programs focused on K-12 public education and provide history related to that experience.</p> <p>CTC staff will research available information about the institution relevant to the application for initial institutional approval.</p> <p>Institutions must submit:</p> <p>Proof of third party notification enlisting comments to be sent to: Input@ctc.ca.gov</p>	<p>a) History related to its prior experience preparing, training and supporting educators within California or in other states.</p> <p>b) A list of all states and/or countries in which the institution is currently operating an educator preparation program and the status of the institution's approval in each of those locations.</p> <p>c) If applicable, a copy of the most recent approval document (state approval/accreditation and, if applicable, letter or report from regional accrediting body, if applicable, indicating accreditation status.</p> <p>d) For institutions currently operating educator preparation programs in another state, data from the most recent 5 years indicating number of candidates enrolled in the institution's programs and number who have completed program (taking into account the length of time of the program design).</p> <p>e) If offering educator preparation program in other state, any information available on placement rates for candidates in the schools.</p> <p>f) Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs.</p>	<p>a) Is there information that the institution has prior experience successfully preparing, training, and/or supporting educators or partnering with institutions that prepare educators?</p> <p>b) To what extent did the institution provide a complete and accurate list of all the states and/or counties in which it is operating an educator preparation program?</p> <p>c) Is there sufficient information that the entity is operating in good standing in other jurisdictions where it is/has sponsored educator preparation or other related work?</p> <p>d) To what extent does the data provided regarding completion indicate that most candidates are able to successfully complete the program in a timely manner?</p> <p>e) To what extent does the data provided indicate that candidates that complete the institution's programs are likely to be employed as educators?</p> <p>f) To what extent does the institution have either a positive history of working collaboratively with local educational partners and/or information that it will work collaboratively with local educational partners (for instance, TK-12 institutions working with feeder IHE programs or IHE programs working collaboratively with TK-12 employers)</p>

Appendix A

Eligibility Requirement	Required Information	Factors to Consider
	g) Evidence that candidates have been satisfied with the educator preparation programs offered by the entity and the services they received by the institution.	g) To what extent does the information provided indicate that candidates are satisfied with the institution and with the services they receive?
Criterion 12: Capacity and Resources		
An institution must submit a Capacity and Resources plan providing information about how it will sustain the educator preparation program(s) through a 2 – 3 year provisional approval (if granted) at a minimum. A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).	a) Copy of the most recent audited budget for the institution. b) A proposed operational budget for the educational unit. c) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to: <ol style="list-style-type: none"> 1) The number and type of faculty (full time faculty, pt. time adjunct, etc.) and/or instructional personnel, including support providers and coaches if induction, who will be employed or used to provide services to candidates in the first 2-3 years of the program's operation. 2) The criteria or minimum qualifications for each of the positions listed above. 3) If the institution applying is an out of state institution, provide all relevant information about how the instructional services will be delivered to candidates. For instance, will faculty and instructional personnel remain located in the home state and provide services via technology to candidates in California? d) If the institution applying is an out of state institution, the institution must provide all relevant information as to which of the	a) To what extent did the institution provide information from a recent audit that indicates that the institution is economically stable? b) Does the information provided indicate that that the institution will provide adequate resources to operate effective educator preparation programs in the first 2-3 years of the program? c) Does the information provided indicate that the leadership, instructional personnel and support staff are capable of maintaining and delivering an effective educator preparation program. d) To what extent did the institution provide clear information about which educational services would be located outside of California? And does the plan indicate

Appendix A

Eligibility Requirement	Required Information	Factors to Consider
	<p>educational services would be located outside of California. For instance, if candidates must go through the out of state offices in order to get financial aid services, the institution should provide that information to the Commission.</p> <p>e) Evidence of TK-12 partnerships for the purposes of providing fieldwork.</p> <p>f) Information demonstrating sufficient facilities and/or digital learning platforms for candidates.</p> <p>g) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).</p>	<p>that prospective California candidates would be well served by the plan?</p> <p>To what extent did the institution provide sufficient information to indicate that if any of the instructional services will be delivered from outside of California, that these services will meet the needs of prospective California candidates?</p> <p>e) To what extent did the institution provide information that demonstrates that it is working collaboratively with TK-12 schools to ensure appropriate fieldwork experiences for candidates?</p> <p>f) To what extent did the institution provide information that there will be sufficient facilities and/or effective digital learning platforms for candidates?</p> <p>g) To what extent did the institution provide a Teach Out plan that identifies, at least broadly what actions would be taken to ensure that the interest of enrolled candidates will be sufficiently addressed in the event of program and/or institution closure?</p>